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ABSTRACT

This syllabus, designed for use by administrators, program developers, and teachers, provides local education agencies with a framework for establishing a required physical education instructional program in New York's public schools. Information is presented on education laws and commissioner's regulations regarding physical education, as well as philosophies, learner outcomes, and evaluation strategies for physical education progams. Suggestions are given for curriculum development, safety, and interdisciplinary activities in physical education. A checklist is included for guiding the development of an effective instructional program. Psychomotor, cognitive, and affective goals for all types of physical education activities from kindergarten through the secondary level are listed. The appendix deals with students with handicapping conditions, quotes New York legislation on physical education, and provides a checklist for administrators. (CB)

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SYLLABUS
Grades K-12

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ASSISTANT COMMISSIONER FOR ESC EDUCATION PLANNING AND SUPPORT SERVICES

March 1986

TO: Persons with Responsibility for Implementing Physical Education Programs

FROM: Edward T. Lalor, Director, Division for Program Development
Michael C. Willie, Director, Division of Pupil Health and Fitness

This publication, *Physical Education Syllabus: Grades K-12* should serve as the basis for local curriculum development activities, such as:

- Review of State laws and regulations
- Review current physical education programs
- Development of local physical education programs designed to meet the standards stated in the syllabus
- Selection of materials from each area
- Articulation of local physical education program offerings from level to level
- Evaluation of program and students.

The content of physical education involves the art and science of human movement. It deals with the pursuit of skills and knowledge in movement, understanding the effects of physical activity on the body, developing feelings of adequacy and mastery, and recognizing a personal value system regarding physical activity. Physical education recognizes the wide range of abiltities and interests of students and seeks to provide programs that offer choice and flexibility while maintaining optimum standards and requirements.

PHYSICAL EDUCATION

SYLLABUS
Grades K-12

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Albany, New York 12234
1986

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FOREWORD

The *Physical Education Syllabus: Grades K-12* contains Education Laws, Commissioner's Regulations, and Regents Goals, as well as the philosophies, learner outcomes, and evaluation strategies that provide the framework for local development of an acceptable instructional program. This syllabus is intended for use by administrators, program developers, and teachers.

This syllabus was developed with the guidance of an Advisory Committee. Members were: Marilyn Aten, Professor, School of Nursing, The University of Rochester, Rochester; Gary Barrett, Coordinator of Physical Education Teacher Preparation, Adelphi University, Garden City; Robert Brennan, Curriculum Specialist, Rensselaer-Columbia-Greene BOCES; William Christina, Teacher, Gates-Chili High School, Rochester; Evelyn Cooper, Principal, Futures Academy, Buffalo; Thomas Fay, Professor, St. Lawrence University, Canton; Mary Fero, Teacher, Carder Elementary School, Corning; John Foley, Director of Health, Physical Education, Recreation, and Athletics, Three Village Central School District, Setauket; Diane Hammond, Teacher, Poughkeepsie Middle School, Poughkeepsie; Michael Marcus, Teacher, P.S. 20, Brooklyn; Paul McKee, Principal, Riverhead High School, Riverhead; Chester Przylucki, Director of Physical Education, Lewiston-Porter Central School District, Youngstown; Sylvia Schechter, Director of Health and Physical Education, New York City Board of Education, New York City; Julia Van de Water, District Director of Media Resources, Freeport Public Schools, Freeport.

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OVERVIEW

The major goal of education is to facilitate the development of students so that they may reach their fullest potential as human beings. Students should be prepared to function effectively in a changing society. To accomplish this, the educational process should be diverse enough to accommodate the differences found in the cognitive, affective, and psychomotor maturation rates of each individual by providing an environment in which optimal development can take place. Each student should have the opportunity to become a responsible, independent decision maker who has positive feelings of self-worth and of the worth of others. Each student should be prepared not only to cope in society but also to be a creative, contributing member who will enjoy a positive lifestyle in a safe environment.

The preventative orientation of the health education, physical education, and safety education programs makes an integral contribution to the educational process. The common responsibility of these programs is to provide opportunities for students to achieve the skills, knowledge, and attitudes that will allow them to attain an optimal quality of life and well-being. These programs should be essential components of the overall educational process, providing knowledge-based experiences through which responsibility, decision making, and confidence are constantly nurtured. Health education, physical education, and safety education must be taught within a curricular framework that focuses on the activities, skills, and competencies that are necessary throughout life. Each of these programs contributes to the learning experiences that will help achieve the goals (and subgoals) of the Board of Regents for the students of New York State.

"The goals, expectations, and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual, we desire an educational system that will both stimulate and urge the full development of potential. . ."

(New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York. April 1984, page 7)

Each of the ten Regents goal statements provides an opportunity for the physical educator to enhance learnings:

Goal 1. Each student will master communication and computation skills. . .

Physical education experiences provide opportunities for students to learn to listen carefully in order to understand and follow directions and to give clear directions to others. Through participation in games and sports, students can develop eye-hand coordination, determine angular advantages, and learn to follow and communicate movement patterns. Activities that require score-keeping, averaging, and statistics provide experiences with computation skills.

Goal 2. Each student will learn methods of inquiry and knowledge gained through the . . . disciplines and use the methods and knowledge in interdisciplinary applications.

Physical education instruction can enhance learnings in the natural sciences through physiology, biology, and chemistry. Learnings in the social sciences and humanities can be broadened by the study of dance and sports in various areas of the world.

Goal 3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization.

Physical education activities provide opportunities to explore the artistic and cultural heritage of various civilizations through the practice of dance, sports, martial arts, and specialized exercises, such as yoga and T'ai chi.

A study of the arts of various civilizations demonstrates a sense of the beauty of movement apparent in physical activities such as discus-throwing, gymnastics, and ball-playing.

Goal 4: Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries.

Goal 5: Each student will respect and practice basic civic values and acquire the skills, knowledge,

understanding, and attitudes necessary to participate in democratic self- government. . .

Physical education provides experiences which illustrate that an understanding of and respect for rules offers opportunities for people to cooperate, develop trust and respect, assume responsibility, and work together to accomplish a task.

Goal 6: Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background; and their values, beliefs, and attitudes.

Physical education instruction helps students to appreciate individuals on the basis of their own unique characteristics, as well as their contributions to a group.

Goal 7: Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

Physical education provides for an appreciation of the environment through outdoor activities. It also teaches the responsibility for conservation of the environment and natural resources for lifelong enjoyment and use.

Goal 8: Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects.

Physical education instruction contributes to the development of career skills, attitudes, and work habits by providing practice in setting realistic goals and in working to reach them and practice in adjusting goals, as necessary.

Students who show interest or potential for a career in physical education, or a related field, should be encouraged.

Goal 9: Each student will learn knowledge, skills and attitudes that enable development of: self-esteem, the ability to maintain physical, mental and emotional health; and an understanding of the ill effects of alcohol, tobacco, and other drugs.

Physical education instruction can assist the student in developing a positive self-image and a respect for mind and body, which will help foster positive student attitudes and practices.

Each student needs to learn and practice those positive activities that will help to develop and maintain muscular and cardiovascular fitness, as well as to learn the negative effects of alcohol, tobacco, and harmful drugs.

Goal 10: Each student will develop a commitment to lifetime learning. . .

The physical education program provides a foundation of knowledge, skills, and experiences that will permit the students to select from a diverse repertoire of activities that can be practiced and enjoyed for a lifetime.

The content of physical education involves the art and science of human movement. Physical education recognizes the wide range of abilities and interests of students and seeks to provide programs that offer choice and flexibility while maintaining optimum standards and requirements.

SCOPE AND SEQUENCE

Physical education contributes to the broad goals of education through the development of personal living skills reflected in the manner and degree of participation in lifelong activities. This is achieved through the pursuit of more specific objectives encompassing skills and knowledge in movement, understanding the effects of physical activity upon the body, feelings of adequacy and mastery, and the development of a personal value system regarding physical activity.

Personal living skills are those skills that contribute to an individual's becoming a fully functioning, productive, and concerned citizen. They are seen as necessary catalysts for effective implementation of a lifelong pattern of participation in planned activity. They include, but are not necessarily limited to: (a) developing physical fitness (cardiovascular and musculoskeletal), (b) fostering communication, (c) promoting cooperation, (d) seeking challenge, (e) encouraging safety, (f) developing initiative, (g) engendering leadership/followership, (h) nurturing trust, and (i) promoting respect.

The scope of learning experiences necessary to foster optimal development of personal living skills should be articulated in a comprehensive plan for grades K-12. This plan should provide for a variety of opportunities for movement, selected to match and challenge the student's level of development. Activities and experiences should help the student build a large movement repertoire (the Psychomotor Domain), gain increasing knowledge about movement possibilities (the Cognitive Domain), and become aware of and value effective and efficient movement as a lifelong skill (the Affective Domain).

The sequential learning experiences designed to fulfill the need for optimal educational growth and development of each student should be comprehensive and carefully planned. The experiences should then be combined with appropriate teaching strategies to translate the physical education concepts into programs that meet the safety needs of each student.

The Scope and Sequence section that follows includes learner outcomes for a coeducational K-12 program structured according to grades K-3, 4-6, 7-8, and 9-12. Each school district is encouraged to build a total coeducational K-12 physical education program that will permit each student to develop skills, knowledge, and attitudes beyond these minimum expectations.

At the entry level, K-3, the student is guided through movement experiences in the program areas of rhythm and dance, simple games, aquatics (where available), and gymnastics, for the purpose of developing:

- a practical and working understanding of how the body does move and can move (Basic and Creative Movement) and
- an understanding of the relationship between body parts and objects (Perceptual Motor Skills).

These two understandings are the foundation for activities presented at all other levels of the curriculum.

At the 4-6 grade level, the student is given continuing experiences in the program areas of rhythm and dance, aquatics (where available), and gymnastics. Organized movement in the form of more structured games and sports-leadups are introduced at this level. Knowledge of physical fitness, introduced at the K-3 grade level, is developed through specific fitness and conditioning activities integrated throughout the intermediate units. At the 4-6 grade level, students are also introduced to activities that develop outdoor living skills.

At the 7-12 grade level, experiences gained at lower levels are built upon and expanded. In each of the defined areas of rhythm and dance, games, individual and team sports, aquatics (where possible), gymnastics, and outdoor living skills, objectives are:

- developing higher levels of competency in skills and knowledge,
- nurturing positive attitudes toward movement, and
- fostering maintenance of optimal physical fitness.

At this level, the systematic inclusion of selective programs enables students to pursue specific activities that permit them to meet the objectives defined above.

Checkpoints at the 3rd, 6th, 8th, and 12th grade levels permit monitoring of student progress in relation to defined program competencies. These competencies should be selected from all program areas.

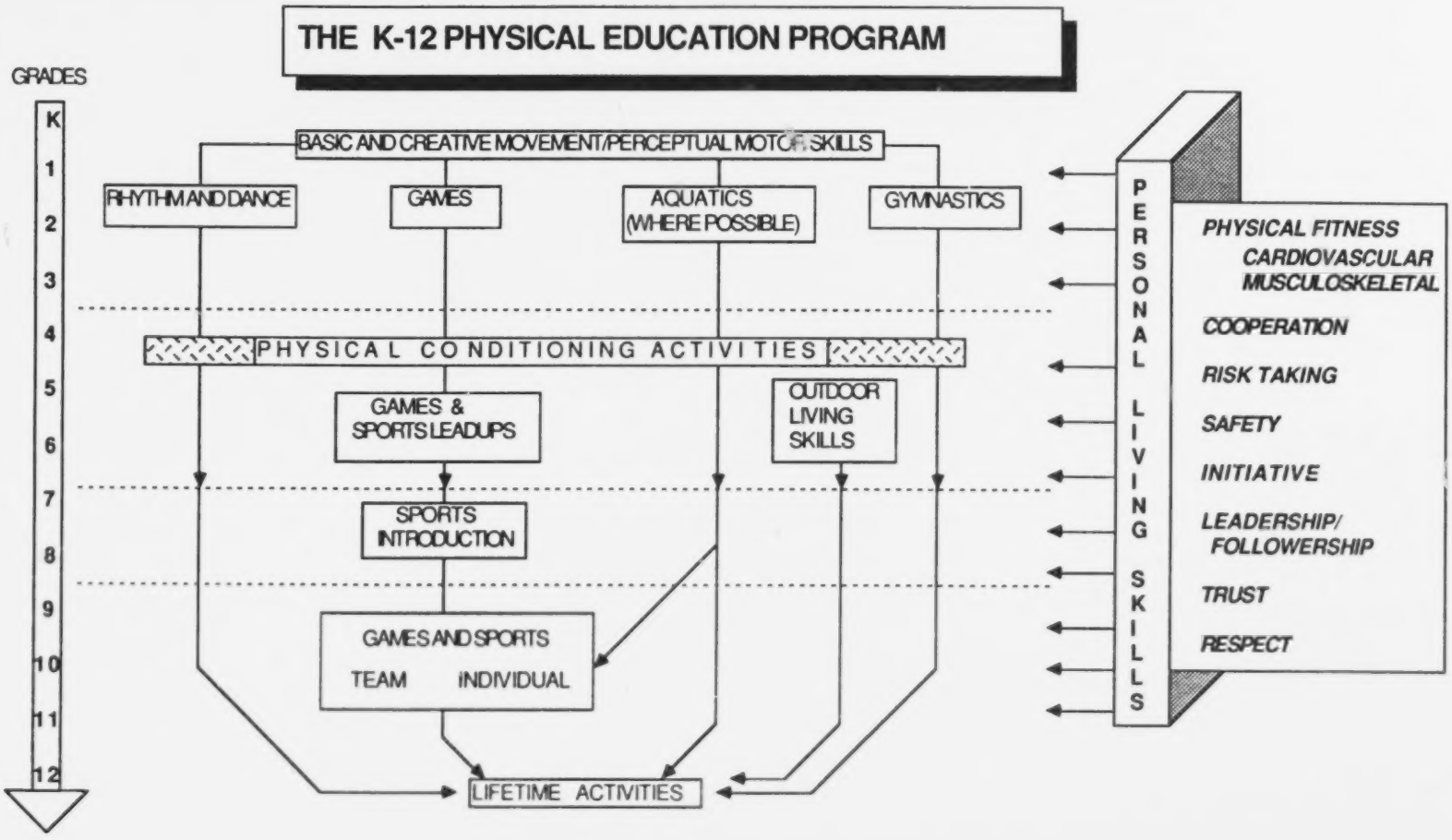
In the grids that follow, the program objectives are defined in the Psychomotor, Cognitive, and Affective Domains. These taxonomies do not operate in isolation and often tend to overlap; however, they are presented in this format as an aid to developing and maintaining a logical

consistency from general aims to specific objectives and to maintain an appropriate curricular balance.

The Scope and Sequence section is organized so it can be used in several ways.

A physical education director could take all the K-3, 4-6, 7-8, and 9-12 sections and put together a program for each grade grouping, or a director could take a given activity area and develop a complete K-12 program by activity. The resulting coeducational K-12 curriculum would be expected to meet or exceed these guidelines.

The model on the next page indicates what a K-12 physical education program should look like. The early units, i.e., Basic and Creative Movement and Perceptual Motor Skills, serve as foundation activities for the rest of the units as they develop throughout the grades. As indicated in the Scope and Sequence section, the three domains, Psychomotor, Cognitive, and Affective, are essential elements of the instruction throughout. The development of personal living skills is an integral part of the program at all levels. Balance in planning of specific units within each of the activity areas is essential. For students with handicapping conditions, modification in instruction and/or materials may be necessary.


THE K-12 PHYSICAL EDUCATION PROGRAM
GRADES
K
1
2
3
4
5
6
7
8
9
10
11
12
BASIC AND CREATIVE MOVEMENT/PERCEPTUAL MOTOR SKILLS
RHYTHM AND DANCE
GAMES
AQUATICS (WHERE POSSIBLE)
GYMNASTICS
PHYSICAL CONDITIONING ACTIVITIES
GAMES & SPORTS LEADUPS
OUTDOOR LIVING SKILLS
SPORTS INTRODUCTION
GAMES AND SPORTS
TEAM
INDIVIDUAL
LIFETIME ACTIVITIES
PERSONAL LIVING SKILLS
PHYSICAL FITNESS
CARDIOVASCULAR
MUSCULOSKELETAL
COOPERATION
RISK TAKING
SAFETY
INITIATIVE
LEADERSHIP/ FOLLOWERSHIP
TRUST
RESPECT

K-3

BASIC AND CREATIVE MOVEMENT/ PERCEPTUAL MOTOR SKILLS

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate ability in basic locomotor skills (walk, hop, skip, jump, run, etc.)	Recognize differences in locomotor skills	Accept and appreciate individual variations in performance
Demonstrate ability in nonlocomotor skills (stretch, pull, push, bend, turn, etc.)	Identify nonlocomotor skills	Want to follow prescribed movement patterns
Demonstrate ability in manipulation skills (hand-eye, foot-eye coordination)	Recall/create movement patterns using combined locomotor and nonlocomotor activities	Seek to participate in a variety of movement activities
Demonstrate ability to combine locomotor and nonlocomotor and manipulation skills (directions, levels, and use of personal and general space)		

K-3

RHYTHM AND DANCE

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate the ability to produce even, uneven, and axial rhythmic motor patterns (run to an even beat, skip to an uneven beat, etc.)	Recognize different types of rhythmic movement patterns	Accept and appreciate individual variations in performance
Demonstrate emotions through rhythmic movement (anger, fear, joy)	Create a unique rhythmic sequence	Enjoy rhythmic activity
Demonstrate the ability to produce a creative rhythmic pattern		

4-6	Psychomotor	Cognitive	Affective
RHYTHM AND DANCE			
Based on local performance standards, the student will be able to:	Demonstrate the ability to follow rhythmic locomotor and nonlocomotor patterns (perform simple folk, round, and line dances)	Distinguish between different types of rhythmic movement patterns	Accept and appreciate individual variations in performance Appreciate rhythmic patterns for pleasure and/or fitness value

7-8

RHYTHM AND DANCE

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Perform a variety of different rhythm activities (folk dance, square dance, modern dance, ethnic dance, aerobic dance, etc.)	Comprehend the pervasiveness of rhythm within all motor activities	Accept and appreciate individual variations in performance
Demonstrate rhythm in locomotor, nonlocomotor and manipulative skills (jump rope, running, swinging, or throwing)	Plan a fitness program around rhythmic activity	Take pleasure in rhythmic activity
		Seek rhythmic activity for fitness

9-12	Psychomotor	Cognitive	Affective
RHYTHM AND DANCE			
Based on local performance standards, the student will be able to:	Perform finely coordinated rhythmic sequences in various types of dances (folk, modern, square, ethnic, aerobic, etc.)	Synthesize rhythmic sequences into various types of dances	Accept and appreciate individual variations in performance.
	Adopt rhythmic skills to athletic and life skills	Evaluate rhythmic sequences	Seek out and participate in rhythmic activity for personal pleasure and fitness
		Recognize the rhythmicity of life skills	Recognize rhythm and dance as lifetime activities

K-3	Psychomotor	Cognitive	Affective
GAMES			
Based on local performance standards, the student will be able to:	Demonstrate proficiency in adapting movement sequences to games (balancing, walking, rolling, turning, throwing, striking with foot or hand, catching, bouncing, etc.)	Recognize the structure of an activity	Accept and appreciate individual variations in performance. Seek to participate in game activities Demonstrate cooperation in group activities

4-6

GAMES AND SPORTS LEADUPS

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate ability to perform motor skills applied to various games and sports (catch – softball, football, lacrosse ball; striking – soccer ball, softball, football)	Recognize the similarities and differences between various games and sports	Accept and appreciate individual variations in performance
	Identify how games and sports can contribute to physical fitness	Participate with sustained attention during activity

7-8

SPORTS INTRODUCTION

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate proficiency and competence in basic skills of sports (soccer – dribbling, passing, kicking)	Demonstrate familiarity with specific criteria and terminology of sports activities	Accept and appreciate individual variations in performance
Apply skills to sports situations	Understand the rules of sports	Appreciate the need for rules of sports
	Identify anatomical, biomechanical, and physiological principles involved in specific sports (summation of forces, balancing, form, aerobic v. anaerobic activity)	Communicate pleasure in sports

9-12	Psychomotor	Cognitive	Affective
GAMES AND SPORTS (Team and Individual)			
Based on local performance standards, the student will be able to:	Demonstrate refined proficiency and duration in individual and team games/sports (two team sports, two individual sports, two games, and two lifetime sports)	Analyze game/sport situations and adapt play to meet changing criteria	Accept and appreciate individual variations in performance
		Compare quality of play in games and sports	Actively participate in games/ sports for pleasure and for fitness
		Classify games and sports in terms of lifetime participation possibilities	
		Demonstrate an understanding of anatomical, biochemical, and physiological principles when applied to specific sports skills. (oxygen uptake, moment of inertia, stride length, stride frequency)	

K-3	Psychomotor	Cognitive	Affective
AQUATICS (where possible)			
Based on local performance standards, the student will be able to:	Demonstrate proficiency in a variety of locomotor and non-locomotor water skills (adjustment in water, support, keeping afloat, propelling the body, etc.)	Understand how the body moves in water	Recognize and accept individual variations in performance
	Demonstrate water movement sequences	Explain how aquatics can contribute to physical fitness	Gain satisfaction from participation in water-related activity

4-6	Psychomotor	Cognitive	Affective
AQUATICS (where possible)			
Based on local performance standards, the student will be able to:	Illustrate various propulsive movements in water (propel the body using only the legs or the arms in a prone, side, and supine position; breath control, etc.)	Identify differences between various forms of water propulsion	Accept and appreciate individual variations in performance
	Show competency in self-rescue techniques in water	Describe and demonstrate safe aquatic practices	Practice safe behavior in and around the water Seek to participate in aquatic activities

7-8

AQUATICS
(where possible)

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Perform various strokes with refined proficiency and duration (elementary backstroke, crawl, breaststroke, sidestroke, etc.)	Identify the elements of various strokes	Accept and appreciate individual variations in performance
Show competency in water entry (jump, basic front dive)	Rank strokes in order of personal degree of difficulty	Enjoy improving stroke quality
	Identify sequence of a dive into water (approach, take-off, entry)	Seek to practice swimming and diving, when possible
		Assume responsibility for safe aquatic behavior

9-12	Psychomotor	Cognitive	Affective
AQUATICS (where possible)			
Based on local performance standards, the student will be able to:	Show duration in stroke execution	Specify differences between strokes	Accept and appreciate individual variations in performance
	Perform a variety of dives	Compare the mechanics of different dives	Demonstrate confidence in stroke execution
	Demonstrate ability to perform a land and water rescue (approach, carry, resuscitation, etc.)	Describe and demonstrate safe and unsafe aquatic practices	Encourage safe behavior in and around water
		Relate water activities to fitness development	Seek opportunities for aquatic participation
			Recognize aquatics as a lifetime activity

K-3

GYMNASTICS

	Psychomotor	Cognitive	Affective
Based on local performance standards, the student will be able to:	Perform various tumbling and stunt maneuvers, as demonstrated (log roll, shoulder roll, balances)	Name the maneuvers demonstrated	Accept and appreciate individual variations in performance
	Demonstrate simple sequences (run, leap, hop, jump, gallop, slide, skip, balances, rolls, etc)	Use the maneuvers to construct simple sequences (routines)	Demonstrate desire to learn maneuvers and construct sequences
	Perform simple apparatus maneuvers (hangs, supports, mounts, dismounts)	Understand unique spatial orientations	Enjoy exploring unique spatial orientations
		Understand the concept of spotting for safety	Seek a spotter in new skill practice

4-6

GYMNASTICS

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Imitate demonstrated maneuvers and sequences on apparatus and floor (simple routines)	Recall equipment and maneuver terminology	Accept and appreciate individual variations in performance
Translate basic maneuvers to more complex sequences on apparatus	Recognize interrelationship of fitness and skill development	Demonstrate willingness to create new maneuvers and sequences
Demonstrate ability to spot in selected basic maneuvers (back bend)		Find pleasure in self-challenge on apparatus or floor

7-8	Psychomotor	Cognitive	Affective
GYMNASTICS			
Based on local performance standards, the student will be able to:	Develop unique sequences on floor and apparatus (jumps, rotations, rebound, tumbling, uneven parallel bars)	Discuss differences in skills application in different sequences (forward roll on rings, parallel bars, beam and floor)	Accept and appreciate individual variations in performance
	Demonstrate ability to spot maneuvers and sequences	Understand the application of anatomical and biomechanical principles to skill performance (center of gravity, lever/fulcrum)	Demonstrate appreciation of the aesthetic value of performance
			Display confidence in basic routines
			Show active participation in practice sessions

9-12

GYMNASTICS

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Display refined sequences on various apparatus (aerial tumbling, springing actions, balancing, tumbling, etc.)	Apply anatomical and bio-mechanical principles to skill performance (fulcrum length – rotation)	Accept and appreciate individual variations in performance
Demonstrate proficiency in spotting techniques	Discuss role of fitness in performing gymnastic routines	Display confidence in routines
Exhibit appropriate fitness level to accomplish tasks	Be aware of the organization of a gymnastics meet and criteria for judging performance	Show active participation in practice sessions
		Demonstrate willingness to spot others

K-3	Psychomotor	Cognitive	Affective
PHYSICAL CONDITIONING ACTIVITIES Based on local performance standards, the student will be able to:		Demonstrate an awareness of basic conditioning concepts (cardio-respiratory efficiency, flexibility, strength, endurance)	Accept and appreciate individual variations in performance

4-6	Psychomotor	Cognitive	Affective
PHYSICAL CONDITIONING ACTIVITIES Based on local performance standards, the student will be able to:	Demonstrate proficiency in basic conditioning skills (cardio-respiratory endurance; large muscle flexibility, strength and endurance, warm-up, cool down)	Explain purposes of basic conditioning skills	Accept and appreciate individual variations in performance
		Demonstrate how basic conditioning skills can contribute to other activity units	Comply with conditioning regulations
		Define and demonstrate knowledge of conditioning components	
		Demonstrate awareness of need for physical conditioning	

7-8	Psychomotor	Cognitive	Affective
PHYSICAL CONDITIONING ACTIVITIES			
Based on local performance standards, the student will be able to:	Demonstrate correct conditioning skills for basic conditioning and other skill areas	Identify elements of conditioning programs	Accept and appreciate individual variations in performance
	Cardiovascular endurance – jumping rope	Identify appropriate conditioning skills that contribute to basic conditioning areas in specific activity units	Show willingness to comply with proper conditioning techniques in this and other activity units
	Large muscle flexibility – progressive stretching (active and passive)	Recognize the role of conditioning in the development of personal well-being	
	Large muscle strength – resistance training	Understand the application of anatomical, biomechanical and physiological principles to skill performance (principles of resistance, joint stability, sources of energy, strength development)	
	Large muscle endurance – circuit training		

9-12	Psychomotor	Cognitive	Affective
PHYSICAL CONDITIONING ACTIVITIES			
Based on local performance standards, the student will be able to:	Demonstrate the use of a personal conditioning program using appropriate objectives and methods	Demonstrate comprehension of conditioning concepts	Accept and appreciate individual variations in performance
		Develop a personal conditioning program by adapting known conditioning objectives and methods	Actively participate in a personal conditioning program
		Argue for the development of a physical conditioning program for personal well-being	Value physical conditioning as a lifetime activity
		Apply anatomical, biomechanical, and physiological principles to skill performance (angular momentum, lactic acid, kinesthetic awareness)	

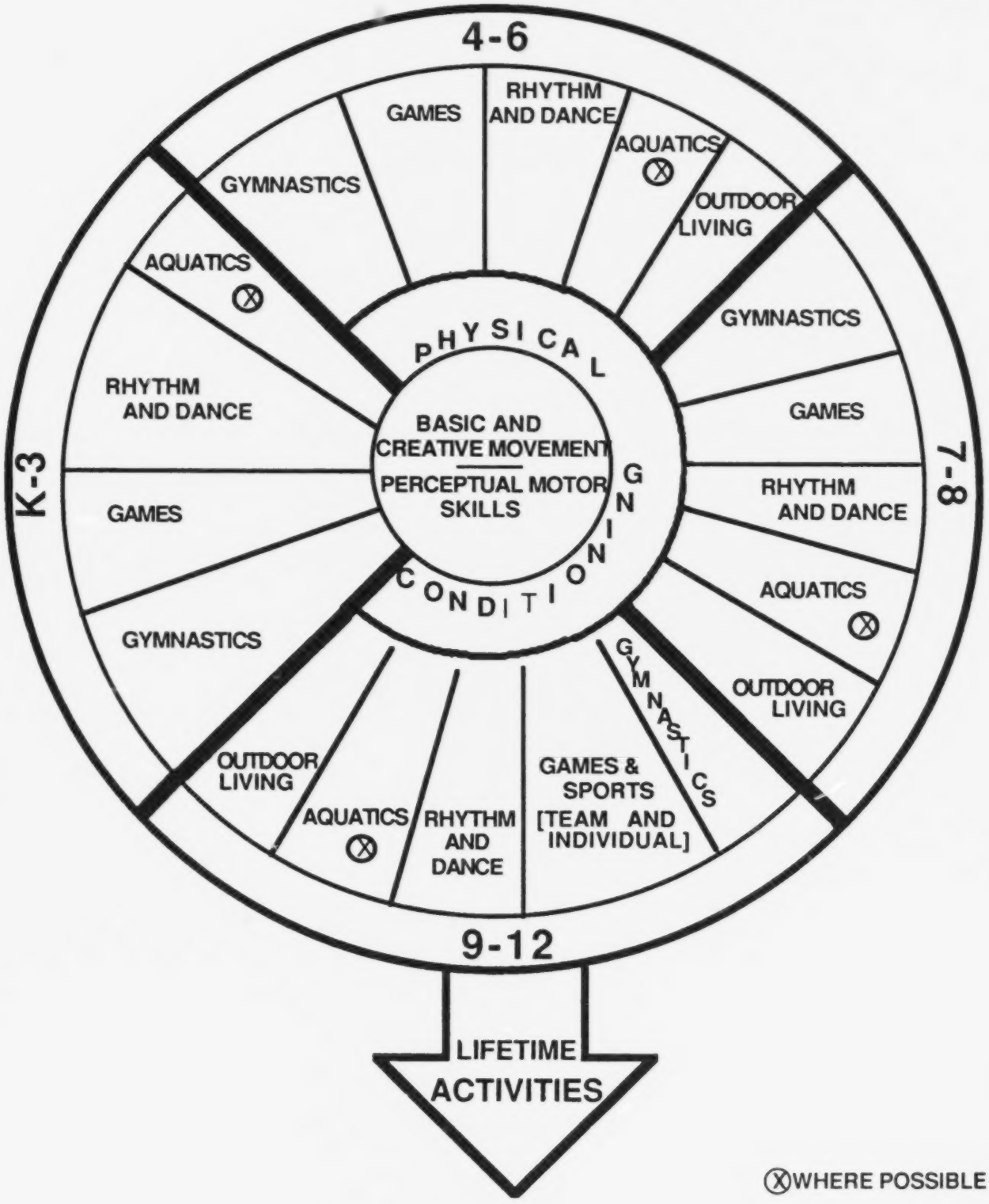
4-6	Psychomotor	Cognitive	Affective
OUTDOOR LIVING SKILLS			
Based on local performance standards, the student will be able to:	Demonstrate ability to imitate skills involved in outdoor living activities (hiking, skiing, Project Adventure)	Recognize and define outdoor living activities	Accept and appreciate individual variations in performance
		Apply basic fitness concepts to activities in outdoor living environment	Demonstrate willingness for active participation in outdoor living activities
		Discuss need for fitness within the outdoor living environment	
		Recognize the interrelationships of outdoor living with other disciplines (health, social studies)	

7-8	Psychomotor	Cognitive	Affective
OUTDOOR LIVING SKILLS			
Based on local performance standards, the student will be able to:	Demonstrate competence at various basic skills involved in outdoor living (canoeing, back-packing, hiking)	Understand and discuss importance of application of personal living skills to outdoor living	Accept and appreciate individual variations in performance
	Participate in a planned outdoor living program (orienteering, cross-country skiing, Project Adventure)	Apply basic fitness concepts to outdoor living activities	Show willingness to comply with established rules of outdoor living activities
		Understand and discuss the importance of interrelationships between outdoor living and other subject areas	Find pleasure in participation in outdoor living activities
			Seek out the interrelationships existing with other subject areas (earth science, mathematics, biology)

9-12	Psychomotor	Cognitive	Affective
OUTDOOR LIVING SKILLS			
Based on local performance standards, the student will be able to:	Demonstrate competence in advanced skills involved in outdoor living (climbing, hiking, rapelling)	Recognize the inter-relationship of outdoor living skills and everyday situations	Accept and appreciate individual variations in performance
			Assume responsibility for carrying out rules of outdoor living
			Value outdoor living as a lifetime activity

SUGGESTED ACTIVITY SCHEDULE

PERSONAL LIVING SKILLS



⊗WHERE POSSIBLE

CURRICULUM DEVELOPMENT

The process of curriculum development should involve members of the local Board of Education, school administrators, teachers, students, support staff, parents, and other community members. Communication to the school community should indicate that development is underway and should suggest the direction of that development. Effective communication may generate enthusiasm, relieve anxiety, and reduce possible misconceptions about the new curriculum.

The first step in the process of curriculum development is an assessment of the existing instructional program. Members of the professional staff, including elementary classroom teachers, secondary teachers of other disciplines, special education teachers, health teachers, library/media specialists, and nurse teachers, as well as physical education teachers, administrators, and supervisors, should participate in this assessment. Currently existing syllabi, manuals, course descriptions, handbooks, or other documents that the State or the school district has developed may prove useful. Sharing the results of the professional assessment with the school community may produce volunteers who will support a new program.

Upon completion of the review process, general agreement regarding needs and priorities should be developed. These will serve as guides to the development of a local curriculum. Curriculum development tasks may then be organized in a variety of ways:

a. By grade level groups as in the syllabus, i.e., K-3, 4-6, 7-8, 9-12, or as found in the organizational pattern of the district;

b. By the component areas found in the syllabus i.e., basic and creative movement, rhythm and dance, games, perceptual-motor skills, individual and team sports, gymnastics, aquatics, lifetime sports activities, and outdoor living skills;

c. By the Psychomotor, Cognitive, or Affective domains;

d. By any combination of the above.

It is important that each district develop a curriculum that will meet its particular needs, with its goals, objectives, activities, and materials specified. The instructional program will then be able to take advantage of community resources to provide a physical education program that meets State requirements while at the same time providing students with the knowledge, skills, and attitudes necessary to maintain lifelong good health and physical well-being.

Implementation and Staff Development

Staff development is a critical component for the successful implementation of any program. Participation in the development of a program is an effective inservice activity. However, since all staff members cannot participate in the development of the entire program, inservice training is required to share the theory and practice that undergird the revised curriculum. Administrators and supervisors responsible for the implementation of the revised curriculum should provide an inservice training program that incorporates an opportunity for staff to design activities to implement their particular responsibilities.

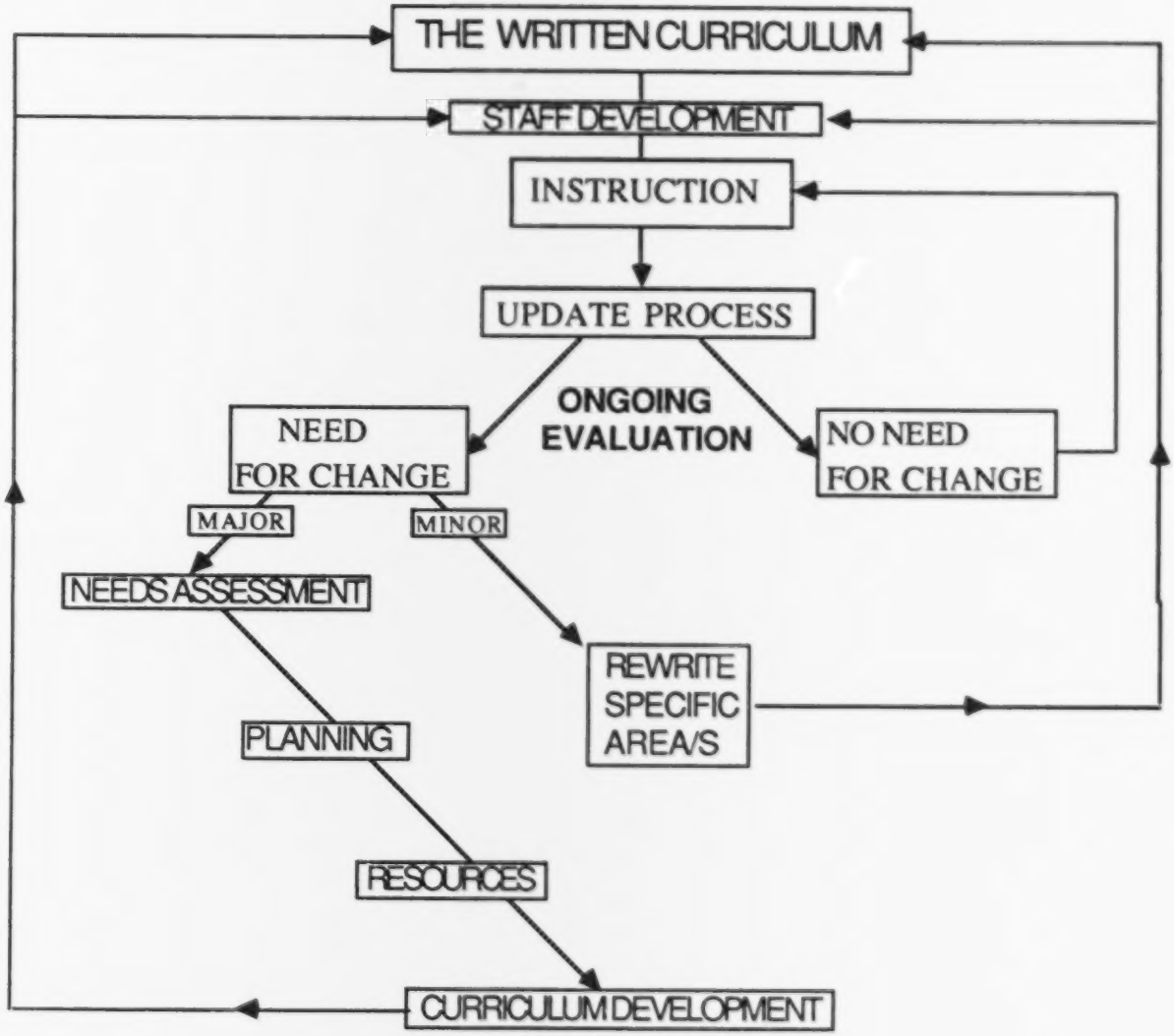
Evaluation

The process of curriculum review and development is ongoing. The district's curriculum should contain an indication of how the implementation of the program will be assessed. Administrators and supervisors responsible for curriculum development should assure that continuing review and evaluation are part of the curriculum for physical education.

If curriculum change is regarded as a process rather than as a product, then actual change occurs in closer proximity to need for change. Consideration should be given to developing an ongoing curriculum update process. Once the written curriculum is established, it can be revised in response to perceived needs. The graphic on the next page indicates how the curriculum update process works within the total curriculum change process.

PHYSICAL EDUCATION CURRICULUM DEVELOPMENT

GRADES K - 12



It can be seen that minor change can, through the update process, bring the curriculum back to its ideal state sooner than a major overhaul. Curriculum update demands a high level of commitment on the part of all staff engaged in instruction. The curriculum update process involves:

1. Holding staff meetings at least quarterly to discuss curriculum material/units covered and make any necessary revision;
2. Developing a curriculum update form that allows the staff to record concerns and recommendations on an ongoing basis and that can be used as a reference at the meetings;
3. Developing a procedure for rewriting the updated units or areas of the curriculum and disseminating the updated materials to staff;
4. Conducting inservice activities to acquaint all staff with new materials, procedures, etc.

SAFETY

Physical education instruction requires that safety practices be designed and implemented. All activities should be conducted in safe and healthful environments. But safety in physical educatio is more than proper matting under gymnastic apparatus or lifeguards for swimming; it is an attitude that must be infused into each participant.

A safe attitude leads to sound safety practices, where students and teachers work together to prevent injuries. Students are encouraged to participate safely and are rewarded for following proper safety rules and practices.

Several factors should be considered when formulating rules and guidelines concerning safety, such as:

- **Supervision** – All aspects of the program (class instruction, intramural, extramural, interscholastic) must be carefully supervised. Mandatory supervision of locker rooms is of particular importance since accidents often occur there.
- **Equipment and Facilities** – All equipment and facilities must be checked on a regular basis. Athletic fields, gymnasiums, pools, weight rooms, and other indoor and outdoor activity areas must be carefully inspected by qualified personnel. Evaluative instruments are available from the State Education Department for this purpose. Once the evaluation is completed, areas, apparatus, and equipment found in need of repair should be repaired before they are used by participants. Equipment and facilities must be modified appropriately to ensure safe access to, and use by, students with handicapping conditions. Modifications should be made by appropriately trained individuals. Staff supervising the use of such equipment should receive training in its use and maintenance.
- **Organization** – Sound organizational procedures tend to reduce injuries. Programs should be planned to provide a variety of experiences and meet the needs of each student. For example, students should be grouped by grade levels or ability and assigned to specific areas during class instructional periods and activities.
- **Selection of Activities** – Activities should be appropriate for the motivational and skill levels of students. Teaching progressions should be followed, and students should have basic competencies before they are permitted to attempt intermediate and advanced skills. The skill or activity being taught should be appropriate for each student.

The health, welfare, and safety of students should be the first consideration in planning all aspects of the physical education program.

INTERDISCIPLINARY ACTIVITIES IN PHYSICAL EDUCATION

Physical education provides many opportunities for interdisciplinary education. Through participation in broad-based activity experiences, students may learn both simple and sophisticated concepts of physics, biology, human physiology, nutrition, and social and behavioral sciences. Connecting physical education with the related disciplines of health and safety is one of the most important aspects of quality education. Gymnasiums, athletic fields, and dance studios serve as laboratories for the practice of important health and safety concepts. Here students study well-being and accident prevention and are provided with opportunities to incorporate them into their own behavior.

The possibilities for interdisciplinary instruction are numerous. Creative teachers, working together, may provide many opportunities for meaningful educational experiences. Interdisciplinary education enhances learning and increases student interest.

The study of the physics of sport is an effective vehicle for the teaching of such concepts as force, mass, acceleration, gravity, and velocity. Students learn how to apply force effectively in the pulling and pushing activities of wrestling, gymnastics, and football. They also learn that speed is the magnitude component of velocity and that projectiles in flight are pulled toward the center of the earth by gravitational forces. The teaching of biomechanic principles can enhance learning in both physical education and physics.

Participation in team sports provides students with opportunities to practice social and behavioral science concepts. Participation in class instruction and in intramural and/or interscholastic sports provides students with experiences in interpersonal relations, team work, self-sufficiency, and leadership.

Interdisciplinary study involving both biology and physical education may occur using outdoor educational experiences. The study of animals and plants takes place as students learn to backpack, hike, snowshoe, ski, and perform other outdoor activities. Principles of ecology are taught when students learn to live in natural settings. Aesthetic appreciation is fostered when students observe plants and animals during camping trips.

The quality of education is enhanced when teachers from several disciplines, as well as special education, work together to produce such experiences. The following sections provide suggestions and examples of interdisciplinary teaching involving physical education and other disciplines:

Mathematics

- Measuring court dimensions;
- Measuring performances – times, distances, and heights;
- Marking floor patterns in dance, such as circles, squares, rectangles, and parallel lines;
- Calculating averages from physical fitness and other performance tests;
- Calculating percentages – team standings, batting averages;
- Making use of graphs and charts to illustrate pupil progress in an activity that requires the use of numbers;
- Comparing European records (metric system) with those of Americans;
- Calculating the range in such activities as archery, discus throwing, and putting the shot.
- Computing sports performance averages;
- Scoring.

Art

- Making scale drawings of playing fields and indoor facilities;
- Using media to demonstrate gymnastics – figure drawing, clay, pipe cleaners, wood, and soap;
- Examining paintings and sculpture that illustrate physical activity – such as early Greek friezes, Egyptian paintings, frescos and early works of art;
- Working on school grounds beautification projects, such as painting and landscaping, as forms of recreation;
- Making bulletin board displays and posters depicting forthcoming physical education events.

Biology

- Relating physical fitness in terms of muscular strength and muscular endurance to "work capacity" as measured by tests of cardio-respiratory endurance;
- Measuring vital capacity and correlating it with changes in physical performance;
- Studying reaction time and movement and how they are modified by temperature, motivation, fatigue, physical education, and sports training;
- Studying body function by analyzing the motor performance of individuals under different conditions;
- Studying how hereditary and environmental factors affect conditions such as obesity, respiratory difficulties, heart attacks, and performance limitations in team and individual sports activities.

Health and Safety

- Teaching rules and skills for safe physical education activities on the playground and in the gymnasium;
- Understanding that the muscular system exists to permit human activity and that it needs daily exercise and integrated use to grow and develop;
- Investigating the impact of inadequate diet, sleep, and rest, as well as the impact of mental outlook, on the body's physical capacity.

Geography and Social Studies

- Performing and studying the folk dances of other lands and cultures;
- Researching the origins of physical education activities – dance, games, archery, basketball, the discus throw, Karate, golf, tennis;
- Comparing the physical activity of the ancient Greeks and Romans with those of Americans today;
- Watching films of the Olympic Games and learning how the modern games and Special Olympics came into being;
- Discussing knighthood and the days of chivalry and tournaments;
- Cooperating with group members to achieve a common goal;
- Discussing and appraising play as an activity full of meaning: a child's work, a therapeutic agent, and an activity with powerful social, medical, educational, and recreational implications.

Language Arts

- Writing about physical education experiences;
- Reading about the origins of games and rules;
- Listening to and giving directions for a game;
- Reporting to the class on a recent sports or dance event;
- Using game and gymnastic terms related to physical education;
- Developing dictionary skills to increase vocabulary when a new physical education activity is taught;
- Learning words, phrases, sentences, and stories through movement and the use of musical accompaniment;
- Reading books and magazines that are concerned with physical expression.

Music

- Listening to music that suggests movement;
- Acting to music that suggests movements such as pivoting, skipping, and basic dance patterns;
- Reacting to a variety of rhythms ranging from the fundamental to the complex;
- Participating in a singing game.

Science

- Creating opportunities to relate the laws of motion to movement experiences;
- Understanding the application of force when hitting a ball with a bat or wrestling with an opponent;
- Making use of the drum, the piano, and records to illustrate how sounds differ from one another in pitch, volume, and quality;
- Using physical activities to demonstrate the laws of science, especially the laws of motion.

EVALUATION

Commissioner's Regulation 135.4(c)(1)(v) states:

> "There shall be continuous evaluation of the instructional program and assessment of individual student needs and progress."

The materials contained in this portion of the syllabus relate to evaluation of the instructional program. Information related to the assessment of student needs and progress can be found in the section titled Administration and Supervision of the Physical Education Program.

Evaluation should be considered as a positive, ongoing process designed to aid in the attainment of educational goals. Effective evaluation of educational programs is essential if schools are to know whether instructional programs are meeting the goals and objectives in each subject of study. When properly guided, developed, and evaluated, physical education becomes a purposeful and vital part of the student's education.

Evaluation in physical education should involve measurement of all aspects of the program from daily lesson plans to student and teacher performance and should also include assessment of equipment and the facility. Evaluation should be both summative and formative. Summative evaluation occurs at the completion of a major aspect of the instructional program such as at the completion of a major unit or activity, at the end of a semester, or at the end of the school year. Formative evaluation may occur at shorter intervals, such as within a lesson or during a unit of instruction, such that plans and activities may be adapted or changed to achieve short-term objectives.

It is important that evaluation cover the three domains: Psychomotor, Cognitive, and Affective, through the four grade groupings – K-3, 4-6, 7-8, 9-12. The results of the evaluation process should be used to interpret the physical education program, including its goals, objectives, and activities, to students, parents, and the greater school community.

The evaluation process consists of several steps:

- Identification of objectives,
- Description of learning experiences,
- Selection of evaluation tools,
- Evaluation,
- Analysis of data,
- Restatement of objectives, as necessary,
- Redesign of learning experiences, as necessary.

A comprehensive program presents goals and objectives relating to all of these areas, and evaluation efforts should be directed at these areas. Specific purposes for evaluation activities may include:

- Determining whether or not program design responds to specific needs;
- Determining adequacy of resource allocations;
- Determining effectiveness of interdisciplinary coordination;
- Determining extent and effectiveness of use of community resources by school personnel and students;
- Assessing the attitudes of personnel and students toward the program;
- Determining whether or not instructional activities are designed to facilitate the achievement of learner outcomes;
- Assessing student progress in terms of knowledge gained, attitudes and skills acquired, or changes in behavior.

The method selected for a particular evaluation activity varies according to the purpose of the task. In most instances, a combination of objective records and subjective judgments is used. When a variety of procedures is used and consistent patterns are observed, the evaluation is considered to be more reliable than when only one technique is used. Evaluation methods for physical education programs may include:

- Observations,
- Anecdotal records,
- Oral questioning,
- Tests (objective and essay),
- Review of homework assignments,
- Demonstrations,
- Degree of participation.

CHECKLIST FOR PHYSICAL EDUCATION PROGRAM

When properly guided and developed, physical education becomes a purposeful and vital part of a student's education. It aids in the realization of those objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, and knowledge and understanding of human movement. The child, to become a fully functioning individual, needs many opportunities to participate in well-conceived, well-taught learning experiences in physical education. To achieve this objective, the essentials of a quality program of physical education for the school need to be identified.

The following checklist is designed as a tool for self-appraisal.

SECTION 1 – PHILOSOPHY AND OBJECTIVES

1) There exists a written statement of the philosophy and objectives for the physical education program. _____ _____
2) The philosophy reflects cooperative planning by all concerned. _____ _____
3) The philosophy and objectives are used to provide direction for the development of physical education for all students in regular and special education. _____ _____
4) The objectives of the physical education program are written in behavioral terms with well-defined outcomes for each learning experience that contributes to the development of the total child. These objectives include the following areas:

a) *Psychomotor*

(1) To perform movement patterns effectively. _____ _____

(2) To engage in activities that improve and maintain agility, flexibility, coordination, strength, and general physical fitness. _____ _____

(3) To engage in physical activities that develop physical, mental, social, and emotional well-being. _____ _____

(4) To follow rules in games and sports. _____ _____

(5) To demonstrate understanding of techniques in sports. _____ _____

(6) To follow safety principles in all activities. _____ _____

b) *Cognitive*

(1) To understand the body in relation to the elements of movement (force, flow, time, space). _____ _____

(2) To understand the role of physical activity in improving and maintaining strength, flexibility, and endurance. _____ _____

(3) To understand the role of physical activity in promoting, maintaining, and improving emotional and physical health. _____ _____

(4) To understand the fundamentals of movement patterns (stunts and tumbling, rhythms and dance). _____ _____

(5) To understand the skills of games and sports. _____ _____

(6) To understand rules involved in games and sports. _____ _____

(7) To understand techniques and strategies of games and sports. _____ _____

(8) To understand the safety aspects involved in physical activity. _____ _____

c) *Affective*

(1) To appreciate the human body in movement. _____ _____

(2) To develop desirable attitudes toward physical fitness. _____ _____

(3) To appreciate the role of physical activity in promoting, maintaining, and improving emotional and physical health. _____ _____

(4) To appreciate skilled performance. _____ _____

(5) To appreciate the need for rules. _____ _____

(6) To appreciate the strategy and technique of game play. _____ _____

(7) To respect the safety of all participants in activity. _____ _____

(8) To accept individual differences in abilities and performance. _____ _____

5) The philosophy and objectives are reviewed on an ongoing basis. _____ _____

SECTION II – CURRICULUM

1) The instruction in physical education is based upon a written curriculum guide. _____ _____

2) A representative curriculum committee is involved in the development of the guide. _____ _____

3) Instruction for all students is distributed among the following areas in accordance with students' needs and abilities:

a) Basic movement _____ _____
b) Creative movement _____ _____
c) Rhythms and dance _____ _____
d) Games and sports _____ _____
e) Gymnastics _____ _____
f) Outdoor living skills _____ _____
g) Motor skills _____ _____
h) Perceptual-motor skills _____ _____
i) Physical fitness _____ _____
j) Aquatics, where possible _____ _____

4) There is an ongoing evaluation of the instructional program. _____ _____

5) The curriculum guide is updated on an ongoing basis. _____ _____

6) There is an orderly sequential program from year to year and progression is indicated within each year's program. _____ _____

7) The program includes provisions for meeting the needs of students with handicapping conditions. _____ _____

8) There is cooperation between the classroom teacher and the physical education personnel in the planning of physical education programs. _____ _____

a) This cooperation includes direct instruction and demonstration teaching of physical education activities. _____ _____

b) There is resource material provided including lesson plans, safety procedures, etc. _____ _____

9) All students in grades 4-6 have opportunities to participate in intramurals and extramurals. _____ _____

10) All students in grades 7-12 have opportunities to participate in interscholastic activities. _____ _____

SECTION III – ADMINISTRATION

1) Coordination and supervision of all phases of physical education (class instruction, intramurals and extramurals, and interscholastic athletics) are provided by the director. _____ _____

2) Lesson plans for instruction are prepared. _____ _____

3) All students are enrolled in physical education classes and participate regularly in an instructional program. _____ _____

4) Adapted experiences are provided for students who are temporarily or permanently restricted from participating in a regular program of physical education. _____ _____

5) Physicians designate in what area of the program the students may participate when medical reasons to limit participation are given through a written individual certificate of limitation. _____ _____

6) Students are scheduled coeducationally at all grade levels. _____ _____

7) K-12 students are scheduled for physical education by homogeneous grade level. _____ _____

8) Instructional activities are planned in progression according to a school district-approved curriculum guide. _____ _____

9) Safe, suitable clothing is required of:

a) Teacher. _____ _____
b) Students. _____ _____

10) Showering is provided for all intermediate and secondary grade students following vigorous activity. _____ _____

11) A towel service for the shower program is provided. _____ _____

12) The program is integrated and coordinated with other parts of the school curriculum. _____ _____

13) The staff participates in inservice education through:

a) Physical education staff meetings _____ _____
b) School faculty meetings _____ _____
c) Graduate study _____ _____
d) Workshops and clinics _____ _____
e) Local area meetings _____ _____
f) Visitations to other schools, etc. _____ _____

14) There is a policy regarding periodic reporting for students status and progression in physical education for needs of students in terms of physical education:

a) K-3 _____ _____
b) 4-6 _____ _____
c) 7-8 _____ _____
d) 9-12 _____ _____

15) Physical education demonstrations and other activities are used as a means of interpreting the program to the community. _____ _____

16) The program is offered in compliance with the rules and regulations of Title IX. _____ _____

17) The school district plan is on file with the SED, updated annually and approved by the Board of Education. _____ _____

18) The annual budget request for physical education is prepared on the basis of the needs of the program and an inventory. _____ _____

19) Written policies governing personnel and appraisal procedures are consistent with other elementary and secondary school policies. _____ _____

20) Periodic inspection and written reports concerning the safety and accessibility of all physical education facilities and equipment are required. _____ _____

21) Qualified supervision of areas and facilities is provided during use. _____ _____

22) Routines are established to provide for proper care and orderly storage of equipment and supplies. _____ _____

23) A variety of up-to-date reference materials is provided for the physical education staff. _____ _____

24) The school library contains materials on physical education that are sufficient and appropriate. _____ _____

SECTION IV – FACILITIES, EQUIPMENT, AND SUPPLIES

1) There are a sufficient number of indoor teaching stations of sufficient size to implement the physical education program (grades K-12). _____ _____

2) The indoor physical education facilities are designed to provide effective instruction and student safety. _____ _____

3) The indoor physical education facility:

   a) Has adequate, clear activity space _____ _____

   b) Is a safe environment for activity _____ _____

   c) Is accessible to persons with disabilities _____ _____

   d) Has appropriate flooring, satisfactory finish, and properly painted lines _____ _____

   e) Has adequate lighting _____ _____

   f) Has adequate acoustical treatment _____ _____

   g) Has protective padding on walls _____ _____

   h) Has sufficient ceiling clearance _____ _____

   i) Has adequate ventilation _____ _____

4) Appropriate facilities and equipment are provided for adapted physical education. _____ _____

5) The following equipment is provided for indoor instruction:

   a) Modified equipment for indoor activities _____ _____

   b) Audiovisual equipment _____ _____

   c) Balancing apparatus _____ _____

d) Climbing apparatus _____ _____
e) Hanging apparatus _____ _____
f) Mats _____ _____
g) Nets _____ _____
h) Standards or attachments for nets _____ _____
i) Pupil evaluation equipment _____ _____
j) Vaulting apparatus _____ _____
k) Horizontal bars _____ _____
l) Parallel bars _____ _____
m) Rings _____ _____
n) Ropes _____ _____
o) Uneven bars _____ _____
p) Weights and weight machines (grades 7-12) _____ _____

6) The dressing, showering, and drying areas include:
a) Adequate dressing and showering space for peak-load periods _____ _____
b) Floors constructed to facilitate maintenance of safe and clean conditions _____ _____
c) Lockers of proper type in sufficient quantity _____ _____
d) Sufficient number of shower heads _____ _____
e) Adequate ventilation _____ _____
f) Adequate lighting _____ _____
g) Adequate heating _____ _____
h) Adequate benches, mirrors, and toilets _____ _____
i) All facilities are clean, sanitary, and in operable condition _____ _____
j) All facilities are accessible to persons with disabilities _____ _____

7) Sufficient adjoining storage space exists. _____ _____

8) Adequate outdoor space is provided for conducting a comprehensive program of physical education that meets the needs of all students. _____ _____

9) The outdoor physical education facilities are designed for effective instruction and safety. They are:
a) Readily accessible _____ _____
b) Free from safety hazards (glass, holes, stones) _____ _____
c) Properly fenced or enclosed for safety and efficient use _____ _____
d) Properly surfaced, graded, and drained _____ _____
e) Laid out and marked for a variety of activities _____ _____
f) Properly equipped (playground structures, backstops, physical fitness equipment, etc.) _____ _____

10) The outdoor physical education facilities include:
a) A separate enclosed area for preschool and kindergarten students _____ _____
b) Separate activity area for primary grade students _____ _____
c) Separate activity area for intermediate grade students _____ _____

d) Area(s) for all-weather use properly laid out and marked for a variety of activities _____ _____

e) Grass areas for large-group activities _____ _____

f) Adequate storage space for outdoor equipment _____ _____

11) A swimming pool is available (where possible). _____ _____

12) Adequate staff offices are provided. _____ _____

13) Periodic inspection and written reports concerning the safety of all physical education facilities and equipment are required. _____ _____

14) Qualified supervision of areas and facilities is provided during use. _____ _____

15) Practices have been established to provide for the proper care and orderly storage of equipment and supplies. _____ _____

16) Supplies of sufficient variety and quantity are available to permit active participation by all students. _____ _____

17) The school library contains materials on physical education that are sufficient and appropriate. _____ _____

SECTION V – PERSONNEL

1) Certified personnel are provided to meet class instruction requirements. _____ _____

2) Intramurals are provided under the supervision of certified physical education personnel. _____ _____

3) The certified physical education teacher in charge of the physical education program accepts responsibility for the following:

a) Planning, developing, and implementing the physical education program _____ _____

b) Maintaining positive relationships with other teachers, administrators, and parents _____ _____

c) Being a resource person for the classroom teacher _____ _____

d) Correlating physical education with other subjects _____ _____

4) There is a job analysis that includes a written job description, line of decision-making responsibility, and the amount and kind of supervision exercised and received. _____ _____

SECTION VI – INSTRUCTION MANAGEMENT

1) Physical education class size is comparable to other class sizes. _____ _____

2) Teacher load is equitable with other special instructional areas. _____ _____

3) Class periods are scheduled in time lengths that are appropriate to students' needs and the achievement of instructional objectives. _____ _____

SECTION VII – EVALUATION

1) There is a procedure for reporting student status and progress. _____ _____

2) Evaluation measures the progress of individual students in terms of stated objectives consistent with other evaluation procedures in the school. _____ _____

3) The following domains are evaluated to determine progress of all students:
   a) Psychomotor _____ _____
   b) Cognitive _____ _____
   c) Affective _____ _____
4) Evaluation results of student status and progress are used to plan:
   a) Individual student assignments _____ _____
   b) Program content _____ _____
   c) Teaching techniques _____ _____
   d) Time allocation _____ _____
5) The evaluation program is understood by all students. _____ _____
6) Cumulative records are maintained in appropriate offices. _____ _____
7) Cumulative records are maintained and used for program improvement in the following domains:
   a) Psychomotor _____ _____
   b) Cognitive _____ _____
   c) Affective _____ _____
   d) Health _____ _____
   e) Intramural participation (grades 4-6) _____ _____
   f) Interscholastic participation (grades 7-12) _____ _____

APPENDIX

EDUCATION LAW, SECTION 803 and 3204

The commissioner of education and the board of regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement legislative provisions.

Education Law, Section 803. Instruction in physical education and kindred subjects.

1. All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.
2. The board of education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the regents.
3. The boards of education or trustees of two or more continuous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.
4. Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.
5. It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical education provided for in this section, the period of instruction in each of such courses, the qualifications of teachers, and the attendance upon such courses of instruction.
6. The physical education herein provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.

Education Law, Section 3204. Required Instruction

3. Courses of study
   a. (1) The course of study for the first eight years of full time public day schools shall provide for instruction in at least the twelve common school branches of arithmetic, reading, spelling, writing, the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and science.

      (2) The courses of study and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use in civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.

Section 100.5(a)

(3) All pupils shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4(c) (2) (ii) of this Chapter. Such units of credit shall not count towards the required units of credits set forth in paragraphs (1) and (2) of this subdivision. A pupil who has completed the diploma requirements as set forth in paragraphs (1) or (2) of this subdivision in fewer than eight semesters and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements as set forth in this paragraph, if the school, upon request of the pupil's parent or guardian, wishes to grant such pupil a high school diploma prior to the completion of his or her eighth semester.

CHAPTER II COMMISSIONER'S REGULATIONS

Section 135:1

SUBCHAPTER G

Health and Physical Education

PART

135 Health, Physical Education and Recreation

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PART 135

HEALTH, PHYSICAL EDUCATION, AND RECREATION

(Statutory authority: Education Law, Sections 207, 803)

Sec.		Sec.	
135.1	Definitions	135.4	Physical education
135.2	General regulations	135.5	First Aid and Personal Safety requirements for coaches
135.3	Health education		

Section 135.1 Definitions. Definitions as used in this Part:

(a) commissioner means the commissioner of education.

(b) Department means the Education Department of the State of New York.

(c) Satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable mean satisfactory, appropriate, approved, acceptable, adequate, equivalent, sufficient, suitable, respectively, in the judgment of the commissioner.

(d) School personnel means persons employed by school authorities in conducting the schools.

(e) Adaptive physical education means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of pupils with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

(f) Athletic association means an approved central organization of schools joined together on a large geographic area or statewide basis for the purpose of governing athletic programs for all its member schools.

(g) Bona fide pupil means a regularly enrolled pupil who is taking sufficient subjects to make an aggregate amount of three courses and who satisfies the physical education requirement.

(h) Extra class periods in physical education mean those sessions organized for instruction and practice in skills, attitudes and knowledge through participation in individual, group and team activities organized on an intramural, extramural, or interschool athletic basis to supplement regular physical education class instruction.

(i) Extramural activities mean those games or other events which involve the participation of pupils from two or more school districts and which are conducted as playdays or sports days at the end of the intramural season.

(j) Health education means instruction in understandings, attitudes and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco and other drugs, safety, mental health, nutrition, dental health, sensory perception, disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas.

(k) Instructional physical education means the required physical education program which has as its foundation planned sequential learning experiences for all pupils.

(l) Interschool activities mean those which provide competition between representatives of two or more schools and which offer enriched opportunities for the selected and more highly skills individuals.

(m) Intramural activities mean those activities conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire enrollment.

(n) Invitation activities mean those games or other events dealing with one sport, arranged by invitation of one school to one or more other schools without leading to any formal schedule and championship.

(o) League means an organization of schools joined for the purpose of providing athletic competition among schools of comparable size, interests, and within reasonable distance of each other.

(p) Mixed competition means the combination of male and female pupils participating on the same interschool athletic teams.

(q) organized practice means a session of an athletic squad or group organized for interschool athletics for the purpose of providing instruction and practice in physical conditioning activities, skills, team play and game strategy, under the supervision of a qualified school official.

(r) Physical fitness activities mean those physical activities which are designed to develop endurance, strength and agility and to fit the individual so that he can perform the task repeatedly without undue fatigue and with a reserve capacity to meet unexpected stresses and hazards.

(s) Physiological maturity means a stage of maturation identified by the school physician in determining an appropriate level of interschool athletic competition in accordance with standards established by the commissioner.

(t) Recreation means the program which is organized to include types of activities such as arts and crafts, athletics, dramatics, music, rhythms, sports, swimming and water safety provided at the discretion of school district authorities under the supervision of qualified personnel and designed to provide for the worthy use of leisure by individuals and groups.

(u) Sports day means a day when pupils from two or more schools meet and engage in a variety of competitive sports events.

Historical Note

Sec. amds, filed: Feb. 27, 1968; July 1, 1974; Feb. 27, 1978; repealed, new filed June 29, 1982; amd. filed May 29, 1985 eff. Sept. 1, 1985, Added (v).

135.2 General regulations. (a) All schools under the jurisdiction of the State Education Department shall provide a program of health, physical education, and recreation in an environment conducive to healthful living. This program shall include:

(1) health and safety education;

(2) physical education, including athletics; and

(3) recreation

(b) It shall be the duty of trustees and boards of education:

(1) to provide approved and adequate personnel and facilities;

(2) to maintain for each child cumulative records covering the essential features of the health and physical education program and, when a pupil transfers to another school, to provide such school with a certified transcript thereof;

(3) to make reports to the department on forms prescribed by the commissioner.

Historical Note

Sec. repealed, new filed Feb. 27, 1968; amds. filed: March 17, 1970; Feb. 27, 1978, eff. March 20, 1978.

135.4 Physical education. (Additional statutory authority: Education Law Section 803).

(a) School district plans. It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept on file in the school district office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition, and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982. However, the requirement for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An equivalent program may be implemented only after approval of the commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition, and Safety Services. A request for approval to conduct an equivalent instructional physical education program shall be filed with the Division of Physical Education, Fitness, Health, Nutrition, and Safety Services, and shall include the:

(1) program goals and objectives

(2) way in which pupils are to be scheduled and the length of time daily, weekly, monthly or yearly;

(3) program activities offered at each grade level or each year of instruction; and

(4) assessment activities for determining the pupils' performance toward the goals and objectives of the program.

(b) Nonpublic schools. Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in grades kindergarten through 12 shall attend upon such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

(c) Program plans. School district plans shall include the following:

(1) Curriculum (i) The curriculum shall be designed to:

(a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;

(b) attain competency in the management of the body and useful physical skills;

(c) emphasize safety practices;

(d) motivate expression and communication;

(e) promote individual and group understanding;

(f) provide knowledge and appreciation of physical education activities;

(g) make each individual aware of the effect of physical activity upon the body;

(h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and

(i) reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following:

(a) basic and creative movement;

(b) rhythm and dance;

(c) games;

(d) perceptual-motor skills;

(e) individual and team sports;

(f) gymnastics;

(g) aquatics, where possible

(h) lifetime sports activities;

(i) outdoor living skills; and

(j) other appropriate activities which promote the development of boys and girls.

(iii) There shall be opportunity provided for participation in appropriate extra-class activities.

(iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.

(v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the pupil's transcript.

(2) Required instruction. (i) Elementary instructional program – grades K through 6.

(a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering; or

(b) as provided in an equivalent program approved by the commissioner of education.

(ii) Secondary instructional program – grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

(a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) a comparable time each semester if the school is organized in other patterns; or

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or

(e) as provided in an equivalent program approved by the commissioner of education.

(3) Attendance. (i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the commissioner of education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program and may also submit plans for elective units in physical education for additional credit.

(4) Personnel. (i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When pupils participate in out-of-school activities as part of alternative programs, such activities may be taught by noncertified personnel, provided they have appropriate experience and are so approved by the board of education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

(5) Facilities. Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education, Fitness, Health, Nutrition and Safety Services.

(6) Administrative procedures. (i) School district plans for the physical education program shall include information in the following administrative procedures:

(a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;

(b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;

(c) class size and grouping patterns that are compatible with the activities being taught;

(d) use of nonschool facilities;

(e) use of noncertified persons, such as pupil leaders, practice teachers, etc.;

(f) use of supplementary personnel which are described in section 80.33 of this Title;

(g) summer school physical education programs, if conducted; and

(h) policies and procedures for the conduct of extraclass programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested.

(7) Basic code for extraclass athletic activities. Athletic participation in all schools shall be planned so as to conform to the following:

(1) General provisions. It shall be the duty of trustees and boards of education:

(a) to conduct school extraclass athletic activities in accordance with this Part and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board for the enactment of such rules;

(b) to make the extraclass athletic activities an integral part of the physical education program;

(c) to permit individuals to serve as coaches of interschool athletic teams, other than intramural teams or extramural teams, in accordance with the following:

(1) certified physical education teachers may coach any sport in any school;

(2) teachers with coaching qualifications and experience certified only in areas other than physical education may coach any sport in any school, provided they have completed:

(i) the first aid requirement set forth in section 135.5 of this Part; and

(ii) an approved course in philosophy, principles and organization of athletics within one year after initial appointment as a coach, and

(iii) an approved pre-service or in-service education program for coaches or will complete such a program within three years of appointment. Upon application to the commissioner of education, setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than five years after such appointment. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to nine credits; or a department-approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 15 to 120 clock hours; or an equivalent experience which is approved by the commissioner of education;

(3) notwithstanding the provisions of section 80.18 of this Title, other persons with coaching qualifications and experience satisfactory to the board of education may be employed as coaches of interschool sport teams, when certified teachers with coaching qualifications and experience are not avail-

able, upon the issuance by the commissioner of a temporary coaching license. A temporary coaching license, valid for one year, will be issued under the following conditions:

(i) the superintendent of schools shall submit an application for a temporary coaching license, in which the inability of the district to obtain the services of a certified teacher with coaching qualifications and experience is demonstrated to the satisfaction of the commissioner; and

(ii) candidates for initial temporary licensure shall have completed the first aid requirement set forth in section 135.5 of this Part prior to the first day of coaching;

(iii) candidates for the first renewal of a temporary license shall have completed an approved course in philosophy, principles and organization of athletics;

(iv) candidates for any subsequent renewal of a temporary license shall have completed or demonstrate evidence of satisfactory progress towards the completion of an approved preservice or in-service education program for coaches. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to nine credits; or a department-approved in-service education program, conducted by schools, colleges, professional organizations, or other recognized groups or agencies, from 15 to 120 clock hours; or an equivalent experience which is approved by the commissioner of education;

(4) persons who have been employed as coaches of specific sports in New York State schools who do not meet the requirements set forth in subclause (1), (2) or (3) of this clause on September 1, 1974, may continue to coach such sports:

(d) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(e) to sacrifice no individual for the sake of winning events;

(f) to conduct all activities under adequate safety provisions;

(g) to equalize insofar as possible the powers of opponents in individual and group athletic competition;

(h) to provide adequate health examination before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(i) to maintain an equitable division of facilities, budget and personnel between boys and girls;

(j) to permit no athletic team to represent a school except in conformance with this Part;

(k) to approve all traveling of individuals or teams under their jurisdiction;

(l) to permit no post-season games or tournaments;

(m) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(n) to permit any individual or team to represent a school only in games, meets, or tournaments which are conducted by secondary school authorities;

(o) to provide opportunity for instruction, practice, and competition for pupils in grades four through six in extraclass programs which shall be basically intramural activities;

(p) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;

(q) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;

(r) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) Interschool athletic competition for pupils in junior high school grades seven, eight, and nine. Such competition shall be conducted in accordance with the following: Seventh and either grade teams may participate only with teams of like grade groups, with the following exceptions:

(1) In junior high school, competition may include grades seven through nine.

(2) In six-year high schools, competition may include grades seven through nine.

(3) In four-year high schools, ninth grade pupils may participate in junior high competition.

(4) A board of education may permit pupils in grades no lower than seventh to compete on any senior high school team, or permit senior high school

pupils to compete on any teams in grades no lower than seventh, provided the pupils are placed at levels of competition appropriate to their physiological maturity, physical fitness and skills in relationship to other pupils on those teams in accordance with standards established by the commissioner.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11 and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 to 12 inclusive, except as otherwise provided in subclause (4) of clause (a) of this subparagraph. Such activities shall be conducted in accordance with the following:

(1) Duration of competition. A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons for such sport commencing with the pupil's entry into the ninth grade and prior to graduation, except as otherwise provided in this subclause. If a board of education has adopted a policy, pursuant to subclause (4) of clause (a) of this subparagraph, to permit pupils in the seventh and eight grade to compete in senior high school athletic competition, such pupils shall be eligible for competition during five consecutive seasons of a sport commencing with the pupil's entry into the eighth grade, or six consecutive seasons of a sport commencing with the pupil's entry into the seventh grade. If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, or similar circumstances beyond the control of the student, such pupil's eligibility shall be extended accordingly in that sport. A pupil enters competition in a given year when the pupil is a member of the team in the sport involved, and that team has completed at least one contest. A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until his/her 19th birthday, except as otherwise provided in subclause (4) of clause (a) of this subparagraph. A pupil who attains the age of 19 years on or after September first may continue to participate during that school year in all sports.

(2) Registration. A pupil shall be eligible for interschool competition in a sport during a semester, provided that he is a bona fide pupil, enrolled during the first 15 school days of such semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted.

(3) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the commissioner of education.

(c) Male and female pupils on interschool athletic teams. (1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female pupils, except as hereinafter provided. In schools that do not provide separate competition for male and female pupils in a specific sport, no pupil shall be excluded from such competition solely by reason of sex, except in accordance with the provisions of subclause (2) of this clause.

(2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of a given pupil to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.

(3) In schools that provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the principal or the chief executive officer of the school may permit a female or females to participate on a male team. However, where separate competition is provided, males may not participate on teams organized for females.

Historical Note

Sec. amds, filed: April 6, 1963; Jan. 8, 1969; March 1 and 30, 1971; April 28, 1971; Dec. 22, 1971; May 29, 1973; Feb. 28, 1974; April 2, 1974; repealed, new filed July 1, 1974; amds. filed: March 25, 1975; May 31, 1977; Nov. 28, 1977; Dec. 17, 1979; Sept. 29, 1980; June 29, 1982; May 29, 1985; November 14, 1985.

135.5 First aid and personal safety requirements for coaches. (a) coaches of extraclass periods in physical education, as defined in subdivision (h) of section 135.1 of this Part, shall meet the requirements of this section.

(b) All coaches employed on or after June 15, 1976 must hold valid certification in standard first aid and personal safety as issued by the American National Red Cross, or meet equivalent requirements as set forth in this section.

(c) By January 1, 1979 all coaches employed prior to June 15, 1976 must hold valid certification in standard first aid and personal safety as issued by the American National Red Cross, or meet equivalent requirements as set forth in this section.

(d) For the purpose of this section, the following shall be deemed as equivalent to certification in standard first aid and personal safety as issued by the American National Red Cross:

(1) completion of an approved preservice or inservice program for coaches as prescribed in subclause (c)(7)(i)(c)(2) of section 135.4 of this Part;

(2) completion of an approved college or university first aid and safety course;

(3) completion of approved college or university courses in athletic training and sports medicine, which include first aid and personal safety; or

(4) equivalent experience which is approved by the commissioner of education.

(e) Chief school officers shall require valid evidence from coaches, at least every five years, that their first aid and safety skills and knowledge are current.

Historical Note

Sec. filed Aug. 3, 1978 eff. Aug. 21, 1978.

ADAPTED PHYSICAL EDUCATION

For the purpose of this document, *adapted physical education* refers to a program that has been modified to meet the needs of any student who cannot successfully participate in the regular instructional physical education program. Such programs may include but are not limited to students with handicapping conditions.

Adapted physical education has been defined by the Committee on Adapted Physical Education of the American Association for Health, Physical Education, and Recreation as:

> "a diversified program of development activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted activities of the general physical education program."

Such a program should be provided for students with chronic handicapping conditions, for those recuperating from injuries and accidents, and for those convalescing from long- or short-term illnesses who are fit to attend school. Activities should be selected and adapted to meet the needs and limitations of all students. It means that physical education activities can be individualized in the same way as other aspects of the school program. Properly selected activities have the potential to improve the physical and mental status of students regardless of their present condition.

Adaptive physical education is defined in Section 200.1(b) of the Regulations of the Commissioner of Education to be "a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program."

The agency responsible for the education of the student shall provide the physical education services directly or make arrangements through other public or private programs. *Adaptive physical education* is considered a physical education program and, therefore, is not a related service.

An Individualized Educational Plan (IEP) must be written when any specialized physical education program is deemed an educational need for a student with handicapping conditions. When an IEP is written for a student with handicapping conditions, this program should be taught by a certified physical education teacher.

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, in revising the Part 100 Regulations of the Commissioner, has stated: "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

It is important that teachers be familiar with how the process of special education is implemented. This section will provide clarification as to how students with handicapping conditions participate in both regular and special education programs. The coordination and integration of both of these programs is essential for the benefit of all students.

Providing Special Education

A student who is suspected of having a handicapping condition that adversely affects the student's educational performance must be referred to the Committee on the Handicapped (COH) by either the student's parent; a professional staff member of the school; a physician; a judicial officer; the Commissioner or designee of a public agency with responsibility for welfare, health, or education of children, or the student, on his or her own behalf, if he or she is 18 years of age or an emancipated minor. The referral must be in writing.

The COH then must proceed to conduct an individual evaluation. This evaluation is a comprehensive assessment that is used by the COH to determine whether the student has a handicapping condition that adversely affects the student's educational performance. If the Committee on the Handicapped determines that the student is eligible for special education, the COH and the student's parents develop an individualized education program (IEP). This recommendation must include:

- Present levels of performance and individual needs according to the four criteria areas of academic, social, and physical development and management needs;
- Classification of the handicapping condition;
- Annual goals;
- Recommended program, class size, extent of participation in regular education;
- Projected date for initiation of special education; amount of time per day, and projected review date;
- Specialized equipment and adaptive devices;
- Testing modifications; and
- Recommended placement.

Following the COH recommendation, the Board of Education (BOE) has 30 school days to arrange for implementation. After the student enters the program, a planning conference is held to complete the development of the individualized education program by adding short-term objectives and objective criteria and evaluation procedures for determining whether the instructional objectives are being met. The student's program is reviewed at least annually, and the student receives a comprehensive reevaluation at least every three years.

The entire process has corresponding timelines and due process procedures for each step.

As the Committee on the Handicapped makes its recommendation for appropriate programs and placements, careful consideration is given to the concept of the least restrictive environment. The concept of least restrictive environment has three key components:

- Special education needed by the student – This means that the recommended program of a handicapped student must meet his or her individual needs. This ensures that any placement into either special or regular education programs must be appropriate. If a student is recommended for participation in a regular education setting, then the student should be able to benefit from such instruction.
- Participation with nonhandicapped peers to the maximum extent appropriate – Consideration of this component ensures the integration of handicapped students with their nonhandicapped peers, whenever appropriate to their individual needs.

- Proximity to the student's place of residence – Consideration of this component maximizes the potential interaction between parents and school, as well as the student's interaction with other students in the home school area.

The concept of least restrictive environment is important for all educators to understand. Its intent is to include handicapped students in the total educational system whenever possible, but it also ensures that such placements must be appropriate. Therefore, any placements that would seem to be inappropriate should constitute a referral to the COH for reconsideration.

The teacher has the opportunity to provide an educational setting that will enable the students to explore their abilities and interests. Instruction could be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students recommended by the COH as being able to benefit from instruction in a regular educational setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, school nurse teacher, administrators, the Committee on the Handicapped, or a student's IEP.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as for the total school environment.

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques, as necessary. Handicapped students may be provided alternative testing techniques, as necessary, on Statewide tests and district testing programs. The consistent use of alternative testing techniques, as necessary, is important for providing handicapped students the opportunity to demonstrate their knowledge and skills without being limited by their handicapping condition.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teaching techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree.